

CONTINUOUS IMPROVEMENT PLAN



2018-19 School Year

Phase 1A: Comprehensive Needs Assessment (CNA) – Assess and Innovate

Shared Vision

Mission Statement

Union Memorial School provides a safe, caring and dependable environment that guides students toward academic excellence and social responsibility while preparing them for lifelong learning.

Shared Vision

Our expectation is each child will meet grade level expectations as determined by the state of Vermont by demonstrating his/her growth as a literate student in all content areas. We want children to be invested in their learning, willing to take risks, accept challenges and know their own strengths. Children will feel successful when the process is valued as much as the product.

We recognize the social curriculum is as important as the academic curriculum. Our expectation is for students to demonstrate the principals of cooperation, assertion, responsibility, empathy and self-control (CARES). We expect students to strive for independence and to be able to solve both academic and social problems. Students will model the principles of our school rules: Be Safe, Be Kind and Do Your Best.

Our vision at Union Memorial School is to build community by fostering positive and respectful relationships with every student, family and educator. Following the Responsive Classroom model we create these relationships by embracing the principles of CARES.

At Union Memorial School, we appreciate and respect student differences. Our expectation is that every child will experience success. We ensure student achievement in a variety of ways by providing the following:

- best instructional practices in all content areas,
- research based programming, and
- a variety of student support services (i.e. Special Education, Title I Reading & Title I Math, Guidance, Social Worker, Behavior Specialist and Registered Nurse).

When children feel empowered, successful and respected, they become a strong community of learners!

Shared Beliefs (Colchester School District)

- Each student is a successful learner, capable of achieving high standards.
- Each student learns best when the entire community is involved, engaged, and connected with the student, the learning environment, and learning outcomes.

- Each student has a unique learning profile that must be recognized, embraced, and celebrated on all levels.
- Learning opportunities must educate the whole child, including physical, emotional, academic, cognitive, and social aspects.
- Successful learning opportunities are differentiated, relevant, and rigorous.
- Everyone is recognized as a learner and a teacher.
- Strengths-based thinking and planning are essential to student success and program improvement.

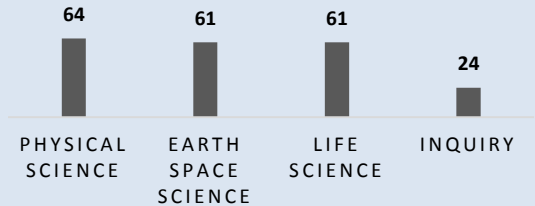
Broad Area(s) of Focus Based on Data Review

Multi-Tier System of Supports: Academic – Reading

1. Historically, the percentage of students reading at or above grade level at the end of second grade (as evidenced by the Fountas and Pinnell) is around 80%. Based on conversations with Dr. Marjorie Lipson, renowned expert in reading and literacy, there is no reason a school with our demographics shouldn't get 90% of the students reading at or above grade level.
2. Though we haven't eliminated the achievement gap of students of low socio economic status, we have greatly reduced it in the past years to less than 10% on the Fountas and Pinnell. The gap is slightly larger (14% in each of the past two years) on the Smarter Balanced Assessment Consortium (SBAC) test.
3. There is a significant achievement gap (50-60% on our local assessment) for students on an Individualized Learning Plan. The number of students on an IEP who took the SBAC test isn't large enough to report.
4. There is also a discrepancy (16%) between how all students perform on our local reading assessment and the SBAC test. This is further evidenced by the percentage of second grade students (55%) who meet the standard on Read Works test, a newly administered local assessment, in February 2017.

Multi-Tier System of Supports: Academic – Science

1. The average percentage of all students who are Proficient or Proficient with Distinction on the Grade 4 New England Common Assessment Program (NECAP) Science Test for the past three years is 51%. Though this is 4 points above the state's average for the same time period, it indicates a need to align our science curriculum with the Next Generation Science Standards (NGSS) and improve the instructional practices we use for all students, as nearly half of all students scored Partially Proficient or Substantially Below Proficient on the Grade 4 NECAP Science Test.
2. When we drill down on the Spring 2017 Grade 4 NECAP Science Test scores, there is a clear deficiency in the domain of inquiry.



3. There is no achievement gap for students of low socio economic status (in fact that cohort actually outperformed all students on the Spring 2017 Grade 4 NECAP Science Test).

Multi-Tier System of Supports: Academic – Mathematics

1. We use Everyday Mathematics for our core mathematics instruction and it is rated positive/potentially positive by the What Works Clearing

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| | <p>House. We consistently score, on average, over 20 points above the Vermont average for third grade students on the SBAC test.</p> <ol style="list-style-type: none"> The other universal/tier 1 program we use is DreamBox Learning. It is rated positive/potentially positive and strong by the What Works Clearinghouse and Evidence for Every Student Succeeds Act (ESSA) sites respectively. There is an achievement gap (16%) for all students in their acquisition of addition versus subtraction facts. Interestingly, there is virtually no achievement gap with addition facts for students of low socio economic status, but there is an achievement gap (11-12%) with subtraction facts. <p>Multi-Tier System of Supports: Behavior – Positive Behavioral Interventions and Supports (PBIS)</p> <ol style="list-style-type: none"> We are in the first year of implementing Positive Behavioral Interventions and Supports (PBIS) at the universal/tier 1 level. Part of the implementation process is the development of a system for collecting and analyzing behavioral data in order to make decisions. We are collecting data using the School Wide Information System (SWIS) Suite and need to improve our analysis on both the individual and school wide levels. There is a need to calibrate the teaching of expected behaviors in common areas (i.e. cafeteria) and the classroom. Also, the timeline the PBIS Leadership Team developed was a little ambitious this year. We attempted to teach too much in a short period of time. <p>Multi-Tier System of Supports: Behavior – Tier 2 Interventions</p> <ol style="list-style-type: none"> As we implement PBIS, we are finding some students need more support than the universal system can provide. We have a very strong support system for intensive/tier 3 intervention coordinated by a Behavior Specialist and supported by the Director of Student Support Services. Though there is a smattering of targeted/tier 2 interventions, there isn't coordination or a systematic approach for access. <p>Multi-Tier System of Supports: Behavior – Trauma Informed School</p> <ol style="list-style-type: none"> It is impossible to know exactly how many, and to what extent, students have trauma in their background. However, what is undeniable, is the increase in this population of students and the unique challenges they pose as learners. |
| Priority Problems | <ol style="list-style-type: none"> There is an overall low performance for all students in the area of science. Implementing a proficiency based learning approach as we address this will allow us to connect it to Colchester School District Priority Problems 1 and 2. (MTSS: A) There is a discrepancy between student performance on the local assessment (Fountas and Pinnell) and state assessment (SBAC test). Coordinating instructional strategies with both universal/tier 1 and targeted/tier 2 interventions will allow us to connect it to Colchester School District Priority Problem 2. (MTSS: A) In the area of behavior, our focus needs to remain on the tier 1/universal level. During the 2018-19 school year we will be in year two of a three- to five-year implementation process. This is connected to Colchester School District Priority Problem 3. (MTSS: B) |
| Root Cause Analysis | <p>Multi-Tier System of Supports: Academic</p> <ul style="list-style-type: none"> We have been using a literature based approach to science instruction as opposed to an inquiry based approach. Currently, there are broad unit themes (i.e. seasons and plants) and an outdated science curriculum which was written without consideration to the NGSS. |

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| | <ul style="list-style-type: none"> • There is inconsistent teacher proficiency in applying the Interactive Strategies Approach (ISA) that was introduced in the 2016-17 school year. • There are varied instructional practices in providing targeted/tier 2 interventions for “cusp” kids who are stagnant on a reading level. <p>Multi-Tier System of Supports: Behavior</p> <ul style="list-style-type: none"> • We have just begun implementing a universal/tier 1 behavior program during the 2017-18 school year. There are several components that are being implemented inconsistently and/or poorly. • Educating students who have a history of trauma poses specific challenges. Not all teachers are equally equipped to meet their needs. |
| <p>Theory of Improvement/Action</p> | <p>Multi-Tier System of Supports: Academic Adopting an inquiry based approach (posing questions and discovering the answers) to science instruction science, with a common pedagogy, practices and learning targets, and administering local assessments to monitor progress will increase the performance on the Grade 4 NECAP Science Test.</p> <p>When we systematically and explicitly teach the Interactive Strategies Approach (ISA), with common pedagogy, practices and learning targets, to all students and develop a common format for targeted/tier 2 intervention, we should see an increase in student reading accuracy which will, in turn, produce an increase in reading level as assessed by the Fountas and Pinnell.</p> <p>Multi-Tier System of Supports: Behavior When we implement, with fidelity, a school wide system to establish the social culture and behavioral supports through preventative and proactive approaches for all students academic and social behavioral outcomes are maximized. Furthermore, time in instruction will be increased, problem behaviors will be reduced and academic achievement improved.</p> |
| <p>Phase 1B: Prioritized Goals</p> | |
| <p>Goal #1</p> | <p>Adopt a science program, over a period of three years, which allows us to align our curriculum and instructional practices with the Next Generation Science Standards (NGSS), which are rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. (Academic Proficiency: Curriculum Coordination, Academic Proficiency: Local Assessment System, Academic Proficiency: Instructional Practices, High Quality Staffing: Professional Development)</p> |
| <p>Type of Goal</p> | <p>New</p> |
| <p>Developers</p> | <p>Chris Antonicci, Principal Julie Benay, Principal Gwen Carmolli, Director of Curriculum and Instruction Carolyn Millham, Principal</p> |
| <p>Strategies/Action Steps</p> | <ol style="list-style-type: none"> 1. During the 2018-19 school year, adopt the following Full Option Science System (FOSS) units (Level 1 – Strong): <ul style="list-style-type: none"> • Kindergarten → Materials and Motion (Physical Science) • First Grade → Sound and Light (Physical Science) • Second Grade → Insects and Plants (Life Science) 2. During the 2018-19 school year, engage in professional development, provided by Delta Education, which supports the newly adopted science units with an inquiry based approach. (Level 1 – Strong) 3. During the 2018-19 school year, create and implement common learning targets for all students. (Level 1 – Strong) 4. During the 2018-19 school year, administer local assessments to monitor the implementation and learning of the new science curriculum. (Level 1 – Strong) |

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| | <ol style="list-style-type: none"> During the 2019-20 school year, three new units (one per grade level) will be adopted and implemented as described in steps 1-4. (Level 1 – Strong) During the 2020-21 school year, the final three units (one per grade level) will be adopted and implemented as described in steps 1-4. (Level 1 – Strong) |
| How will we know our change resulted in an improvement? | <p>Common Resources</p> <ol style="list-style-type: none"> We will adopt FOSS units K-5 over the next three years. Since there are two K-2 schools, we will coordinate the implementation so we are adopting the same units at the same time. This will allow us to engage in common professional development. We will devote in-service time to meet with our K-5 colleagues to engage in professional development provided by Delta Education. We will devote grade level meeting time to meet with grade level colleagues to coordinate lessons, calibrate assessments and review data. <p>Academic Achievement</p> <ol style="list-style-type: none"> Given 38% of students scored Partially Proficient on the Grade 4 NECAP Science Test, the percentage of students who score Proficient or Proficient with Distinction should increase to 80-90% by the end of full implementation of the new curriculum and taught to all students from kindergarten through fifth grade (the grade the science assessment will now be administered) in the 2024-25 school year. <p>Evidence-Based Instructional Practice</p> <ol style="list-style-type: none"> The NGSS center, not only on science ideas, but also the science and engineering practices used when doing science (i.e. asking investigable questions, interpreting data and building mental models to explain what’s observed). There is an emphasis placed on explaining phenomena. There is a focus on ideas that cut across disciplines. |
| Funding Source(s) | Consolidated Federal Programs Title II, Part A Consolidated Federal Programs Title IV, Part A Local Budget |
| Indicators of Success | <ol style="list-style-type: none"> Evidence of inquiry based instruction through walkthroughs. Faculty and grade level meeting agendas that indicate planning common lessons, assessment calibration and data review. In-service agendas show professional development in the area of inquiry based instruction with an adherence to the NGSS. An increase in the percentage of students who score Proficient or Proficient with Distinction on the Grade 4 NECAP Science Test, particularly in the domain of Inquiry. |
| Goal #2 | Develop an explicit and systematic method for teaching students the Interactive Strategies Approach at the universal/tier 1 level and increase classroom teacher knowledge of targeted/tier 2 interventions with <i>The Fountas and Pinnell Literacy Continuum</i> during the 2018-19 school year. (Academic Proficiency: Curriculum Coordination, Academic Proficiency: Instructional Practices, High Quality Staffing: Professional Development) |
| Type of Goal | New |
| Developers | Chris Antonicci, Principal Sara Blake, Literacy Coordinator Lynn Mazza, Title I Teacher Darlene Mulcahy, Kindergarten Teacher Sherry Thibault, Second Grade Teacher |
| Strategies/Action Steps | <ol style="list-style-type: none"> Read and discuss, through Professional Learning Communities, chapters 1, 2, 14 and 15 of <i>Early Interventions for Reading Difficulties</i> by Donna Scanlon. This will be complimented by professional learning |

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| | <p>modules provided by the Title I teacher and Literacy Coordinator. (Level 1 – Strong)</p> <ol style="list-style-type: none"> 2. Write introductory lesson plans, at each grade level, for each of the Interactive Strategies. (Level 1 – Strong) 3. At the end of each trimester, as grade level teams, identify a reading level that students are having trouble advancing past. Then, using <i>The Fountas and Pinnell Literacy Continuum</i>, develop targeted/tier 2 interventions to use during small group instruction. (Level 1 – Strong) |
| How will we know our change resulted in an improvement? | <p>Common Resources</p> <ol style="list-style-type: none"> 1. We will utilize the expertise of Dr. Marjorie Lipson, the Title I teacher and Literacy Coordinator to help guide the work. 2. We will use grade level and faculty meeting time to do the work. 3. We will purchase a copy of <i>The Fountas and Pinnell Literacy Continuum</i> for each grade level. <p>Academic Achievement</p> <ol style="list-style-type: none"> 1. The number of students who will read at or above grade level (based on the Fountas and Pinnell) will increase and the gap between student performance on this assessment and the Read Works and SBAC tests will be reduced. 2. There is also an expectation the gap between all students and historically marginalized students will continue to be reduced, as well. <p>Evidence-Based Instructional Practice</p> <ol style="list-style-type: none"> 1. Teaching evidence-based decoding strategies in a systematic and explicit way. 2. Targeted, purposeful, proven interventions for students who are struggling to make progress. |
| Funding Source(s) | Consolidated Federal Programs Title I Local Budget |
| Indicators of Success | <ol style="list-style-type: none"> 1. Evidence of creation and implementation of lesson plans during walkthroughs and attendance at grade level meetings. 2. Participation in Professional Learning Community discussions during faculty and grade level meetings. 3. An increase in the percentage of students who meet or exceed the grade level on the Fountas and Pinnell and score Proficient or Proficient with Distinction on the SBAC test. |
| Goal #3 | Implement, with fidelity, a school wide system to establish the social culture and behavioral supports through preventative and proactive approaches for all students. (Safe Healthy Schools: MTSS, Safe Healthy Schools: Social/Emotional Health) |
| Type of Goal | New |
| Developers | Christine Anderson, Kindergarten Teacher Chris Antonicci, Principal Tisa Begnoche, Behavior Specialist Colleen Collins, Second Grade Teacher Judy Lilley, Special Educator Carol McCleary, School Counselor Mindy Ransom, First Grade Teacher Erica Schmidt, Special Educator Sarah Thompson, Instructional Assistant |
| Strategies/Action Steps | <ol style="list-style-type: none"> 1. Review, revise and edit the Vermont Positive Behavioral Interventions and Supports (VTPBIS) Universal Staff Handbook during the summer of 2018. Specifically, (Level 1 – Strong): <ul style="list-style-type: none"> • the timeline for teaching expected behaviors, • the definitions of major and minor behaviors, and • the “flowchart” used for determining what data is collected. 2. Develop an online professional development training (i.e. webinar) for new faculty and staff to introduce PBIS. (Level 1 – Strong) |

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| | <ol style="list-style-type: none"> 3. Create signage for expected behaviors that will be posted in common areas. (Level 1 – Strong) 4. Identify and implement a universal/tier 1 core curriculum (i.e. Zones of Regulation) that allows students to use calming strategies, cognitive strategies and sensory supports to self-regulate. (Level 1 – Strong) 5. Create subcommittees (i.e. celebrations, data review) that support the work of the PBIS Leadership Team. (Level 1 – Strong) |
| <p>How will we know our change resulted in an improvement?</p> | <p>Common Resources</p> <ol style="list-style-type: none"> 1. We will utilize the School Counselor, Social Worker, Behavior Specialist and PBIS Leadership Team to help guide the work. 2. We will use grade level and faculty meeting time to do the work. <p>Academic Achievement</p> <ol style="list-style-type: none"> 1. Since there is correlation between school wide positive behavior interventions and supports and academic achievement, we should see: <ul style="list-style-type: none"> • increased attendance and time on task, • greater academic engagement, and • a particular positive impact on students with significant needs. <p>Evidence-Based Instructional Practice</p> <ol style="list-style-type: none"> 1. Implementation of the critical features of school-wide effective behavior supports with fidelity. |
| <p>Funding Source(s)</p> | <p>Building Effective Supports for Teachers (BEST) Grant Local Budget Medicaid Funds</p> |
| <p>Indicators of Success</p> | <ol style="list-style-type: none"> 1. A decrease in the number of Student Support Forms (also referred to as Office Discipline Referrals). 2. An increase in performance on the School Wide Evaluation Tool (SET), Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS). |